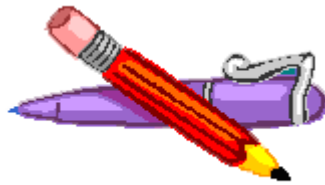


# Why Vote?

## Diagnostic Assessment # 2 For the Unit, We the People (Writing)



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## **Why Vote? Diagnostic Assessment #2**

### **Type of Assessment:**

Constructed Response

### **Duration:**

45 minutes

### **Standard (s) Assessed:**

LA.B.1.2.2.4.1, LA.B.1.2.2.4.4, LA.B.1.2.3.4.2, LA.B.1.2.3.4.3, LA.B.1.2.3.4.5

### **Description of Assessment Activity:**

Students create an expository writing about why it is important to vote. This writing is used to assess various writing skills using a rubric as the assessment tool.

### **Teacher Directions:**

Tell students that you are planning some writing activities and you need to know their writing skill level. Pass out and discuss the rubric for evaluating this writing. Ask students to write about why it is important to vote. Emphasize that the purpose of this diagnostic assessment is for you to find out what the students already know and that no grade will be given. Students then finish the assessment on their own and turn them in. Use the rubric to assess students' writing skills in the areas of conventions, focus, and supporting details. The sources students will site in their writings will be things they have seen or people they have talked to about voting, not just their opinions. After the assessments have been evaluated, keep them in a safe place for future use as noted in the lesson plans that accompany this unit.

**Note:** There is a short diagnostic assessment for each of the four content areas addressed in this unit. They should all be given on the first day of the unit, however, they should each be given during the class time scheduled for that subject area. For instance, give the math diagnostic assessment during math time and the writing diagnostic assessment during writing time.

### **Student Directions:**

Look at the rubric. Listen as it is explained. Ask any questions you have about the rubric and what is expected of you. As you read the prompt, think about all the signs you have seen along the road and on television about voting. Think about why it is important to vote. Write about why it is important to vote. Remember to keep your writing focused and to support your details. Also, use capital letters, punctuation, and indented paragraphs correctly. Be sure to tell your sources when stating facts in your writing. The sources you will be telling about in your writings will be things you have seen or people you have talked to about voting, not just your opinion. Complete the assessment and turn it in to me when completed. Remember that the purpose of the assessment is to find out what you already know, not to give a grade. Do your best, but don't get stressed out.

### **Scoring Method and Criteria:**

A rubric with specific criteria is used. Since this is a diagnostic assessment, no scoring will be done, however, use the knowledge gained from the assessment to drive future instruction.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Think about all the signs you have seen along the road and on television about voting. Think about why it is important to vote. Write and explain the reasons why it is important to vote.**

Standard	3	2	1	0
<b>LA.B.1.2.2.4.1</b>  <b>(Focus)</b>	<input type="checkbox"/> The writing has a central idea, <b>and</b> all sentences focus on the central idea.	<input type="checkbox"/> The writing has a central idea, <b>but</b> not all sentences focus on the central idea.	<input type="checkbox"/> The student does not stay focused on the writing.	<input type="checkbox"/> No attempt was made to write a report. The student would not accept help.
	<input type="checkbox"/> Ideas are not repeated.	<input type="checkbox"/> Some ideas are repeated.	<input type="checkbox"/> Many ideas are repeated.	
	<input type="checkbox"/> All information is on the topic.	<input type="checkbox"/> Most information is on the topic.	<input type="checkbox"/> Little information is on the topic.	
<b>LA.B.1.2.2.4.4</b>  <b>(Support from variety of sources)</b>	<input type="checkbox"/> At least one supporting idea, detail, and fact are present.	<input type="checkbox"/> Support is written <b>but</b> does not include at least one supporting idea, detail <b>and</b> fact.	<input type="checkbox"/> Attempt was made to write supporting ideas, <b>but</b> does not include a detail and fact.	<input type="checkbox"/> No attempt was made to write a report. The student would not accept help.
	<input type="checkbox"/> More than one source is written.	<input type="checkbox"/> One source is written.	<input type="checkbox"/> Sources were used <b>but</b> not written.	
<b>LA.B.1.2.3.4.2</b>  <b>(Punctuation)</b>	<input type="checkbox"/> The writing shows proper use of punctuation.	<input type="checkbox"/> The writing shows use of punctuation <b>but some</b> errors are made.	<input type="checkbox"/> The writing shows use of punctuation, <b>but many</b> errors are made.	<input type="checkbox"/> No attempt was made to use punctuation correctly.
<b>LA.B.1.2.3.4.3</b>  <b>(Capitalization)</b>	<input type="checkbox"/> The writing shows proper use of capitalization.	<input type="checkbox"/> The writing shows use of capitalization <b>but some</b> errors are present.	<input type="checkbox"/> The writing shows use of capitalization <b>but many</b> errors are present.	<input type="checkbox"/> No attempt was made to use capitalization correctly.
<b>LA.B.1.2.3.4.5</b>  <b>(Paragraph indention)</b>	<input type="checkbox"/> All paragraphs are indented.	<input type="checkbox"/> Most paragraphs are indented.	<input type="checkbox"/> Few paragraphs are indented.	<input type="checkbox"/> No paragraphs are indented.

**The students must write to levels 3 or 2 for the standard to be considered satisfactorily completed. Use the results of this diagnostic assessment to drive your instruction.**